



FY 2006 QUARTERLY REPORT (1ST QUARTER)

Cooperative Agreement No. 119-A-00-00-00039-00

**KYRGYZSTAN
Civic Education On-Site Technical Assistance**

**Submitted to the
U.S. AGENCY FOR INTERNATIONAL
DEVELOPMENT
By IFES**

October 1 - December 31, 2005

I. OVERVIEW

The Quarter proved to be an important milestone in the civics textbook program as IFES launched the second, grade eleven companion volume, completing the task of printing a grade ten and eleven text for use in Kyrgyz high schools nationally. As with the previous text, much care and attention during these months went into ensuring that the material was as up-to-date as possible given the profound changes experienced in Kyrgyz politics during 2005 and the obvious implications this will have for constitutional, parliamentary and local government alterations in the next year. In addition, the text was carefully vetted by teams of student volunteers to ensure legibility and comprehension. Printing began in December at the *Al Salam* printing press in Bishkek.

Donor partners, the Japanese Government and the OSCE continued to add value to the USAID program by cost-sharing on the text printing component. The Japanese Government contributed to the printing of Kyrgyz language texts, and the OSCE generously funded print runs of Russian, Kyrgyz and Uzbek texts, further enhancing the USAID investment.

IFES continued to work closely with the Academy of Education and the Ministry of Education to begin planning for the eventual hand-over of the program to local partners. Despite this, the “Tulip Revolution” has reopened debate in Kyrgyzstan on the shape and direction of the civics curriculum. During a recent meeting with the Ministry of Education, for instance, discussions ranged from questioning whether the curriculum should more nationalistic in content or whether more attention should be paid to religion. IFES has been very successful in working with the Ministry of Education and local partners to adopt the text for use in schools, but in the context of a fluid and uncertain direction of curriculum debates in a post-revolutionary year, immediate hand-over might, ironically, be more complicated now than prior to the Revolution of March 2005.

II. PROGRAMMATIC ACTIVITIES

General

1. Civic Education Textbook Project

During this quarter IFES-Kyrgyzstan continued its work on finalizing the material for the Civic Education textbook Part II (for 11th grade students) and the accompanying teacher’s guide in Kyrgyz and Russian. During October, IFES organized a skimming exercise with local students. Participating students identified difficult words, highlighting those that might require explanations a glossary. Student selected for this exercise represented both rural and urban schools of the country.

The Part II text cover page underwent a design and information overhaul. Information about the donors, partners and contributors was updated. IFES-Kyrgyzstan held a contest for



the design of the new textbook cover page. IFES civic course alumnus and contest winner, Artem Kmet (a student, in the Journalism Department of Russian-Slavonic University) designed the new cover.

The methodological content of the teacher training module Part II was also enhanced through input from the civic education trainers, who garnered teacher feedback. One of the Civic Education trainers, Svetlana Gabak, noted:

“Content of the second volume of the textbook consists of very important topics. Each topic contains examples of local character, compared with world experience and supported with diagrams, tables and charts. Students learn concepts easier. When we were learning NGO, Mass Media and local government chapters we had guests in our class who work in these fields. The Teacher’s Guide is valuable to any teacher. It gives a solid methodological support to a teacher in preparing for civic education classes. Guide contains objectives for each chapter and even for each task. It also helps a teacher to better plan and manage classroom when interactive learning methods are used.”

By the end of the first quarter, IFES-Kyrgyzstan printed 57,000 of the textbooks and 1,700 copies of Teacher’s guides, with the funds from USAID, Japanese Government and OSCE. Teacher trainings are scheduled for the beginning of January, 2006. An IFES extra-budgetary request for €40,000 from OSCE was approved by the end of the Quarter for additional printing expenses of Textbook Part II as well as for the accompanying Teacher’s guide in all three languages, totaling 31,400 copies of Textbooks and 700 copies of Teacher’s guides.

Earlier in the quarter, IFES’ Civic Education project team was invited to meet with teachers, attending the in-service retraining courses. Teachers were introduced to sessions on interactive methodology, techniques of dealing with difficult texts, and classroom discussions on the *Global Issues* chapter. Later they were requested to comment on the textbook project. One of the issues teachers raised was local government reluctance to host civic education classes and Student Action Committees. IFES was asked to seek a support letter from the Kyrgyz government. IFES-Kyrgyzstan requested assistance from USAID-Bishkek on this issue.

2. Mock Elections

Building on the key USAID-funded and State Department DRL-funded programs supporting the Kyrgyz Parliamentary and Presidential elections during 2005 that contained a considerable voter-education component, and given the growing role of young voters in political movements in Kyrgyzstan during the year as evidenced by the activism of groups such as Kel Kel and the Students’ Union of Kyrgyzstan, in August, IFES searched for ways to enrich the USAID civics program with a low-cost initiative that might draw upon its electoral work and offer insights to high school students.

To that end, IFES organized mock elections in 11th grade schools to illustrate to students using participatory techniques exactly what happened in the July Presidential elections that would be fresh in the students' memories from their voting-age relatives' and friends' participation that day. IFES used extra PEC training manuals and developed an accompanying guide on how to run a mock election (drawing on our summer camps mock elections). This was accompanied by the OSCE/ODIHR observer reports to show what international observers say about elections. IFES stressed in its materials that the object of the reports weren't to judge, but to highlight their value as historical documents in the development of democracy in Kyrgyzstan.



The mock elections kit was sent to partner high schools throughout the country where teachers will use the guide and the manuals to run a mock election as a participatory simulation exercise on what makes a good election. A “Mock Election Manual for Schools” and a “Teaching Civic Education at Universities” text were approved by the Social Science and Humanities department of the Academy of Education in October. Packages of materials were prepared for distribution among local schools of the Kyrgyz Republic. Below, volunteers sort and pack informational packages for the secondary schools of the Kyrgyz Republic. Using the Kyrgyz postal service, packages were dispatched to every high school in the country, providing complete kits on the process of holding mock elections along with reading materials and instructions.

Student Action Committees (SAC)

During the Quarter, Student Action Committees (SACs) continued to work on a variety of school and community-based outreach projects throughout the country that reflect the spontaneity and initiative resulting from student organization and empowerment as active citizens.

In October 2005, SAC members of Mailuu-Suu high school #4 (Jalalabad Oblast) attended a convention on development and training in Osh city. In November, they launched a community information service for Mailuu-Suu with the assistance of a UNDP newspaper project that contributed a grant of \$500. The implementation of the project will begin in February. In addition, jointly with the Soros Foundation, a center called “Help Center” for children from needy families was established, where children could sew and bake cookies to sell in the school cafeterias.

IFES like Civic Education and SAC projects. If in Civic Education projects my students learn theoretically and do textbook tasks practically, then in SAC project they using their knowledge realize useful projects for our school and society!”

Nurmanbetova Gulnara tutor of SAC from Tashkumyr town, Djalalabat: “I have been working with SAC for almost three years! SAC is my hands and legs! I noticed that my students became active and many students from lower grades started to join to our SAC! And it really makes us be happy!”

Venera Kamchybekova from Jalalabat oblast, Mailu-Suu town: “SAC helps to solve school issues in a team! Have being involved in SAC most members have been changed. Now we know issues better, we are tolerant, listen to opinion of each person, and solve issues in a business manner!”

School Gornaya Maevka, Alamedin raion: “SAC is a project where we can make our future ourselves. We have become more thoughtful, started understand people who are around us and look for ways to solve problems. Our SAC usually assist school administration in organizing parties for different occasions. different goods.”

SAC members of Karakol school named after Lenina: “We think SAC is very useful project, and working in a SAC team we started making fruitful projects. For example we organized charity party for indigent students. SAC makes students be together and be initiative. Working in SAC we do not stay idle and move ahead!”

In November, students in the SAC at Kyzyl-Kiya high school #4 (Batken Oblast) began an initiative under the slogan “help the friend” where children collected books, toys and clothes to distribute to needy children. In December they lead a “day of struggle against AIDS.”

The SAC based in Osh city high school #41, called "Uznur" issued a school newspaper also entitled “Uznur.” Published twice a week, it focuses on student issues. SAC students organized a "mercy" initiative where they collected money from students and teachers and used the funds to purchase clothes that they then donated to a senior citizen’s home. Currently, they are planning seminars on protecting the environment.

In Bishkek high school #33, SAC team members worked together with the school parliament to resolve school problems. They collected paper for recycling and used the funds earned from that to support activities of their respective SACs. These funds are also used to purchase musical equipment and various prizes. At present, the SAC members are busy organizing a festival called “The Secret of Success.”

In 2005, there were 45 active SAC in the secondary schools of the Kyrgyz Republic:

Region	#
Bishkek	3
Chuy oblast	5
Talas oblast	7
Naryn oblast	2
Issyk kul oblast	1
Jalal-Abad oblast	8
Osh oblast	13
Batken oblast	6

As of this moment, 20 schools are implementing activities related to creation of SAC's in 2005-2006. Looking ahead, the following SAC activities have been planned for January 2006:

- Preparation of the training module to conduct trainings in relation to the organization of SAC's in February-March of 2006.
- Methodological meetings of trainers' groups.
- Partial renewal of the text of methodological manual in relation to the organization of the SAC.

Trainings will be conducted late February-March of 2006. A new survey will be conducted after the trainings in May. The contact information will be updated as well as names of leaders of active SAC's and names of responsible SAC teachers.

Teacher's Newsletter

November's issue of the teachers' newsletter has been prepared. It included editor's notes, a summary of research on civic education projects carried out by a U.S. researcher, Kamilla Bahbahani, and an article on the theory of learning submitted by Simon Jenkins as well as a methodology tool to use crosswords in teaching Civic Education.

III. PARTNERS

USAID

IFES-Kyrgyzstan jointly with Academy of Education and funded by USAID through AED, is planning to carry out a civic education project effectiveness questionnaire as an assessment tool. The target group of the projected questionnaire will be students who have left school but used the book in 2001-2003. It will be assumed that all students completed earlier editions of Book 1 and 2, not the latest edition. The aim of the questionnaire is to identify changes that occurred within student perceptions of citizenship and civic engagement and the consequences of those changes rather than concentrating only on determining factual knowledge of the students. It will be qualitative not quantitative in its design and will examine the quality of the actions taken and the types of skills developed.

IFES also plans system training for the staff of the Regional Teacher Training Institute. Within the framework of an approved proposal by USAID, IFES will hold trainings together with the Academy of Education staff who previously attended a Civic Education curriculum study tour to Romania. There are nine trainings to be organized: one in each of the seven oblasts and two trainings for Academy of Education faculty members. In turn, Teacher Training Institute specialists will incorporate interactive teaching techniques into the lectures conducted for other teachers. These trainings aim to further institutionalize IFES' Civic Education textbook project on oblast levels. Teachers re-training Institute's personnel will incorporate interactive learning approaches into their curriculum.

OSCE

As a cost-share contribution to the USAID program, the OSCE agreed to fund the printing of Russian and Uzbek versions of textbooks. Local printing companies have been asked to submit printing quotes. Five companies sent their quotes. OSCE and USAID representatives have been invited for the selection of a printing company. Representative of one of the companies, who submitted a quote observed the process.



Quotes from three companies have been rejected due to high costs per item, or a low technical and administrative capacity to carry out the printing job. Two companies, Al-Salam Printing House and Media Support Center Foundation, were top ones. Because of low cost, Media Support Center Foundation has been recommended to print a Russian version of Teacher Guides. USAID Education specialist, Mr.

Myrza Karimov, believes that “by contracting the Media Support Center Foundation to print Russian version of Teacher Guides we will make sure that they do a quality job. It is very important that schools get textbooks that last at least four years before they are worn out.” “If the Media Support Center Foundation proves that they can do a good job of printing 800 copies of Teacher Guides in Russian language” says the OSCE procurement specialist, Mr. Kanat Sultanaliyev, then “we will ask them to print remaining Russian version of student books of 16,000 copies, Uzbek version of Teacher Guides, 600 copies, and student books, 8,500 copies.”



IV. MATERIALS PRODUCED

The new, 11th grade textbook in Kyrgyz, Russian and Uzbek was printed in December. IFES arranged a tour of the printing press, *Al Salam*, for a group of civics teachers and students to see how and where their textbook was actually produced. Some students responded:



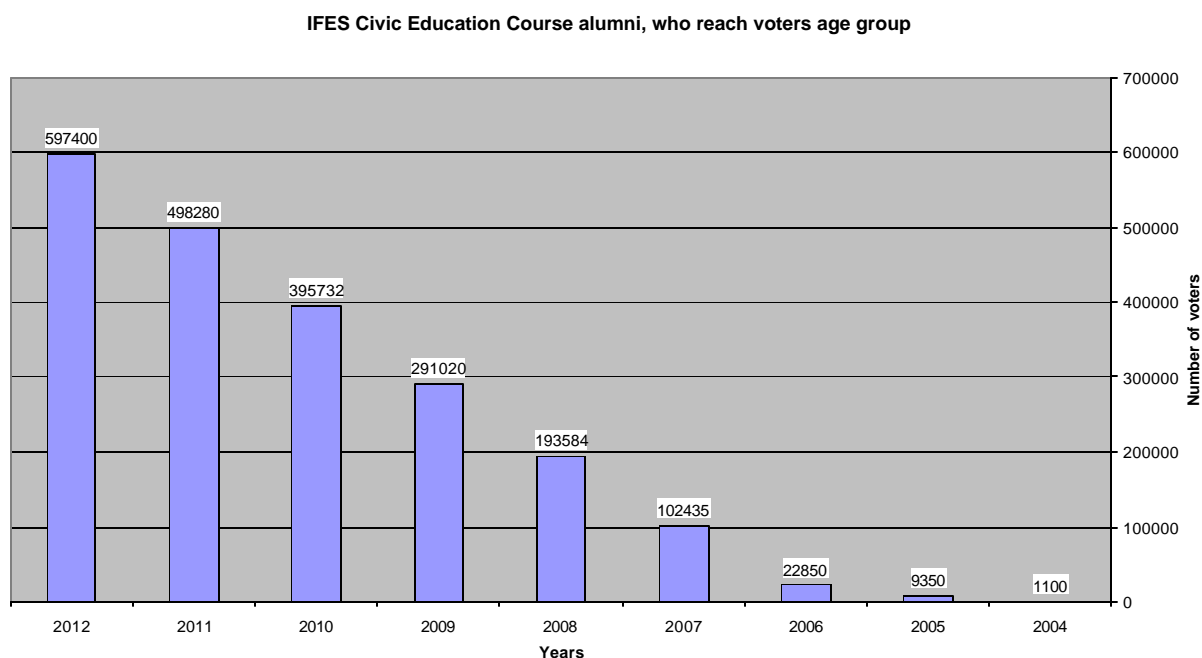
Azamat, 10th grade student: “I never thought how difficult it is to make a textbook. I like how textbooks smell in my school, but they smell awful when they are just out of the machine at the Printing House.”

Mairam Sabitova, Civic Education teacher: “I hope this particular tour to a Printing House will help my students better understand the process of developing a textbook and they will explain other

students keep textbooks clean and tidy.”

V. ISSUES AND CHALLENGES

At the end of 2005, the civics course is in use at all schools in the Republic, and is popular with students and teachers. Its value in the long run, even after the current phase of the program, will continue to be felt more widely outside of the educational system. The chart below illustrates well the potential for impact by civics course alumni who will, it is hoped, become active and engaged voting citizens in their communities. Because of aggressive fundraising, IFES received funding to allow a printing sufficient for the entire 11th grade student population. This is currently being printed and distributed. Part I, for the 10th grade, is already in every school. IFES continues to seek further funding for teacher trainings but has several grant applications (for instance, to the UK Embassy in Almaty) that we are waiting to hear from.



In general institutionalization of the program has been encouraging. The civic education course is part of the Social Science Olympiad and national scholarship test for university admissions. IFES, in collaboration with the Academy of Education under the Ministry, has conducted trainings for all civic education teachers in the country. The Academy has and will participate in all IFES teacher trainings. As a result of conservative administrator’s misunderstanding of the interactive methodology, IFES worked with the Academy of Education to conduct further trainings for all school principals and rayon education officials (this was funded by other donors).

But much more remains to be done, potentially. IFES organized a TARF to visit Romania, where civic education is fully incorporated into the curriculum. IFES received a request from the Academy of Education to assist in the development of civic education

in the lower grades. IFES has developed another TARF to allow the Ministry to seek public input on the information to be included in a complete civics course for the lower grades. This will allow the Academy to gain valuable experience in ensuring that the textbooks meet the demands of the public.

The Ministry of Education has received approval for an extremely large World Bank basic education project. This project involves the tender and authoring of many dozen titles and almost all basic subjects and has occupied the attention of the Ministry. The Academy of Education has assisted IFES in writing and gathering feedback on the civic education textbook. They have expressed a wish to focus more on the civic education work after the World Bank project is underway. However, the planning and implementation of the WB project, which is more than a scale of magnitude larger (more than 10 times as big) than the IFES or other USAID projects, has extended the Ministry almost beyond its capacity. However, the TARF mentioned above (on public consultations) is a very good step forward and demonstrates that the Academy understands the importance of consulting rather than imposing a curriculum for civic education.

IFES will work throughout the new fiscal year to prepare the program for handover to the Ministry and local partners such as the Ministry of Education. However, there is, as outlined above, great potential for successor programs in this area to build on the very solid achievements and the possibility of the civics course and textbook program.

VI. PERFORMANCE MONITORING

Performance Indicator	Indicator Definition & Unit of Measure	Data Source	Data for Q1 FY06
Curriculum Development			
# of New Students Participating in the Civic Education Course Number of learners enrolled for FY05 80179 For FY06	Student Participation and Reach of the Textbook and New Teaching Methodologies	Participating Schools	1,998 Female: 42419, Male: 37760 163179 students will be involved: Female:87569, Male: 76000.
Teacher Training			
# of Teachers participated in trainings	Teacher participation, improvement of teaching methodologies	IFES	n/a for quarter – textbook in development
Student Action Committees			
#Students Participated in SAC trainings (# of teachers)	Student Participation and Reach of Extracurricular Civic Education Activities	IFES	65 (19)
Testing of Students of IFES Pilot Schools			
# of Students tested	Student Participation and Reach of the Textbook and New Teaching Methodologies	IFES	948 (Chuy oblast and Bishkek - 140 Osh – 167; Jalalabat oblast – 133; Batken oblast – 237; Issykul oblast – 145;

			Naryn – 97; Talas oblast – 29)
Democracy Summer Camps			
# of Students Applying for Summer Camps (# of Participants)	Student Participation, Awareness, and Interest in Extracurricular Civic Education Activities	IFES	n/a for Quarter
% of Students with a Better Understanding of Democratic Values	Increased Understanding of the Rights and Responsibilities of Citizens Who Value Democracy	IFES	n/a for Quarter
% of Students Expressing Interest in Civic Activism	Impact Extracurricular Civic Education Activities on Behavior	IFES	n/a for Quarter
Information Resources			
# of Hits on the Website	Awareness and Interest in IFES Resources	IFES	13,177